



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	<b>Choice Time Play Centers</b>
----------------------	---------------------------------

<b>Grade Level(s):</b>	<b>Kindergarten</b>
------------------------	---------------------

<b>Duration:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><i>Full Year:</i></td> <td style="width: 10%; text-align: center;"><b>X</b></td> <td style="width: 25%;"><i>Semester:</i></td> <td style="width: 10%;"></td> <td style="width: 30%;"><i>Marking Period:</i></td> <td style="width: 10%;"></td> </tr> </table>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>			

<b>Course Description:</b>	<b>The students will choose where they want to play, and then carry out their plans. There are six Choice Time Play Centers: Dramatic Play, Literacy, Blocks, Science/Sensory, Table Toys, and Art.</b>
----------------------------	---

<b>Grading Procedures:</b>	<b>Observational checklists, informal assessments, anecdotal notes, photos, videos, conversations with students</b>
----------------------------	---

<b>Primary Resources:</b>	<p><b>Literacy Area</b></p> <p>The choice-time literacy play area should be resourceful and open-ended. This is an area where the children should have materials that are used differently based on theme or the introduction of new materials (e.g., special pen). In establishing these areas, teachers will want to consider the following:</p> <ul style="list-style-type: none"> <li>The area should incorporate a variety of materials that encourage reading, writing, speaking, listening, and foundational skills, such as classroom libraries, flannel boards and puppets, dry erase boards/markers, CD players/headphones, envelopes, greeting cards, notepads, iPads/tablets, big books, letter tiles, and letter cubes. Teachers can include both teacher-made and commercial materials. The types of materials supplied may change depending on the “theme” of the area.</li> <li>Management tools, such as directions, are located within easy view, and materials are clearly labeled.</li> <li>Books are a critical component of literacy play area and are easy to locate and return. Effective literacy areas provide a variety of readily available materials (poems, charts, big books, and other print materials) so that students can work successfully and independently.</li> <li>The goal of the area is not dictated or prescribed to the child and tasks are primarily open-ended rather than product oriented.</li> </ul> <p>New materials (or props, such as a mailbox or special paper) should be introduced routinely to coordinate with the theme. Different materials on occasion will enhance the area, spark new interest in a much used area, and allow the children to incorporate new experiences in their play.</p>
---------------------------	---

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

Angela Otto and Dori Millisky

**Under the Direction of:**

Gretchen Gerber and Beth Rastelli

**Written:** August 2016

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## **Unit Title: Choice Time Area of Literacy**

### **Unit Description:**

**Literacy:** Children will reflect upon stories they've heard or know, and will act out these stories or interpret their own meaning about them. They will use flannel boards, puppets, and small figures to retell stories. The children will also read books here. (In fact, the classroom library should be part of this center). Additionally, students may listen to stories, record their own stories, and write stories. Students may also build words, go a word hunt, review big books, and explore letters/sounds at this center. The use of iPads will also provide opportunities for students to recreate stories or develop new endings (e.g., Puppet Pals), read books (e.g, Zing), and practice vocabulary (e.g. MyVocab).

There are primary activities children work with and develop as they take part in choice time literacy experiences.

Retelling – This is where children retell stories through flannel boards/puppets, finger puppets, recordings.

Listening – Students listen to stories using CD players/headsets.

Word Work – Students may explore vocabulary words from stories by building words with magnetic letters/letter tiles/letter cubes, labeling the room, going on a word hunt, or creating letters/words by using Play Dough, pipe cleaners, or letter stamps.

Writing – Students may draw/write stories, new endings to stories, or letters to others (teacher or author of a book).

Reading – Independent reading and buddy/partner reading

## Unit Duration: One Choice Time Area – Ongoing Throughout the Year

### Desired Results

#### Standard(s):

K.W.3 Text Types and Purposes (narration of an event)

K.SL.1-3 Comprehension and Collaboration (conversations, questioning and answering, understanding information)

K.SL.4-K.SL.6 Presentation of Knowledge and Ideas (visual displays and speaking to express thoughts, feelings, and ideas)

K.L.1,.2 Conventions of Standard English (speaking and understanding/expressive and receptive language)

K.L.5,.6 Vocabulary Acquisition and Use (acquisition and usage of words)

8.1.2.A.4 Demonstrates developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.2.C.1 Collaborate with peers by participating in interactive digital games or activities.

9.1.2 Use a variety of media and technology resources for directed and independent learning activities.

9.1.3 Communicate about technology using developmentally appropriate and accurate terminology

9.1.4 Use developmentally appropriate multimedia resources to support learning

9.11.1 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom

9.11.2 Demonstrate positive social and ethical behaviors when using technology

9.11.3 Practice responsible use of technology systems and software

#### Indicators:

The students will manage time, space, and materials in a group setting.

The students will communicate with each other, and cooperate with each other.

The students will achieve a deep level of play and demonstrate stamina with reading, writing, and re-telling.

(The teacher will facilitate above indicators).

#### Understandings:

- Students will understand that they will choose where they want to play. If their first center choice is taken, they will understand that they must choose a different play center.
- The students will understand that they will be respectful of each other, and will take good care of the books and other materials, and their work spaces.

#### Essential Questions:

- How do I share?
- How do I take turns?
- How do I solve problems?
- How do I play with others?
- How do I clean up after myself?
- How do I use new literacy skills (e.g. vocabulary)?
- How do I buddy/partner read?

### Assessment Evidence

#### Performance Tasks:

Teacher-created checklists (Does the student share/take turns/put away materials/clean up work space/converse with peers/problem solve?)

Anecdotal Notes

#### Other Evidence:

Photos

Videos

Work Samples

Data Collection Sheets

**Benchmarks:**

## Learning Plan

### Literacy Area Learning Activities:

**Unit 1-September/October:** Suggested Themes – Family, Fire Station, Fall/Halloween

- **Family** – Students may retell stories about families using flannel boards or puppets, write letters to family members, build “family” words (e.g., mom, dad, baby, etc.), go on a word hunt for family words, listen to family books on tape/cd, record a story using Puppet Pals.
- **Fire Station** – Retell stories about fire stations or firemen using flannel boards or puppets, write thank you letters to fireman, build firehouse/fireman words (e.g., hose, fire, truck, etc.) go on a word hunt for firehouse words, listen to books on tape/CD, record a fireman story using Puppet Pals.

**Unit 2-November/December:** Suggested Themes – Fall/Thanksgiving, Holiday Time

- **Fall/Thanksgiving** – Students will read books about family celebrations and use family member puppets (Mom, Dad, Brother, Sister, dog) to act out scenarios.
- **Holiday Time** – Act out The Gingerbread Man story using flannel board and story pieces, act out The Polar Express using costumes, masks, and props.

**Unit 3-January/February:** Suggested Themes – Doctor’s Office (Health), Snow and Ice, 100<sup>th</sup> Day, Valentine’s Day

- **Doctor’s Office (Health)** – Read non-fiction books about health and nutrition, use science-oriented iPad apps
- **Valentine’s Day** – Write Valentine’s cards to loved ones using a variety of papers, stickers, and writing/coloring tools.

**Unit 4-March/April:** Suggested Themes – Farm, Construction Site, St. Patrick’s Day, Spring

- **Construction Site (Community Helpers)** – Read books about community helpers. Read Whose Hat is This?, and use props to retell the story. Create blue prints (using blue construction paper and white colored pencils) and label the parts of the house.
- **St. Patrick’s Day** – Read a variety of leprechaun stories, and then write/illustrate/label plans on how to catch a leprechaun.

**Unit 5- May/June:** Suggested Themes – Pet Shop, Campground, Summer Fun

- **Pet Shop** – Read Oh The Pets You Can Get by Dr. Seuss, and then write/illustrate/label about one pet and its needs (e.g. food, water, toys).
- **Summer Fun** – Students will write Summer Bucket Lists on bucket-outlined papers. They will write five things they’d like to do over the summer vacation, referring to books about summer vacation, and summer vocabulary word cards (e.g. *swim, play, camp, ride, fish*).

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Advanced learners are encouraged to label areas of the literacy center (as needed) and write while acting out their roles of a story re-enactment, for example. Advanced learners can act as a peer mentor by leading others through the play by asking questions, engaging in conversations, and supporting the imaginary story.
<b>Struggling Learners</b>	Visual cueing; verbal prompting; utilizing a peer mentor; having masking taped outlines to define where students should stand during a dramatic re-enactment of a story, for example
<b>English Language Learners</b>	Visual cueing (e.g. pictures of roles and actions from stories); pictures labeled in English and native language; consultation with ELL teacher if needed
<b>Special Needs Learners</b>	Visual cueing; verbal prompting; utilizing a peer mentor; consultation with Speech and Language Therapist, Occupational Therapist, and/or Physical Therapist; Behavior Modification System (if stated in IEP); use of adaptive fine motor tools, as needed (such as chunky pencil with grip for writing)

## Interdisciplinary Connections

### Social Studies Standards:

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1 Describe characteristics of the story characters.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through literacy play, such as re-telling of stories).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

- 9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.
- *In the teaching of rules and procedures, students will learn the use of resources for play.*
- 9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- *As students develop the six main skills, it will enable them to work collaboratively and express themselves in the future..*
- 9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- *In dramatic play, students will develop necessary skills to communicate effectively.*
- 9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*
- 9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.
- *Students will work in collaboratively in the dramatic play center as well as within any whole group conversations about the play area.*
- 9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.
- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*
- 9.3.12.ED-PS.2 : Implement methods to enhance learner success.
- *Achieve a deep level of play by incorporating roles, actions, and/or dialogue, leading to meaningful experiences.*
- 9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.
- *Encourage students to express themselves throughout imaginary play times.*